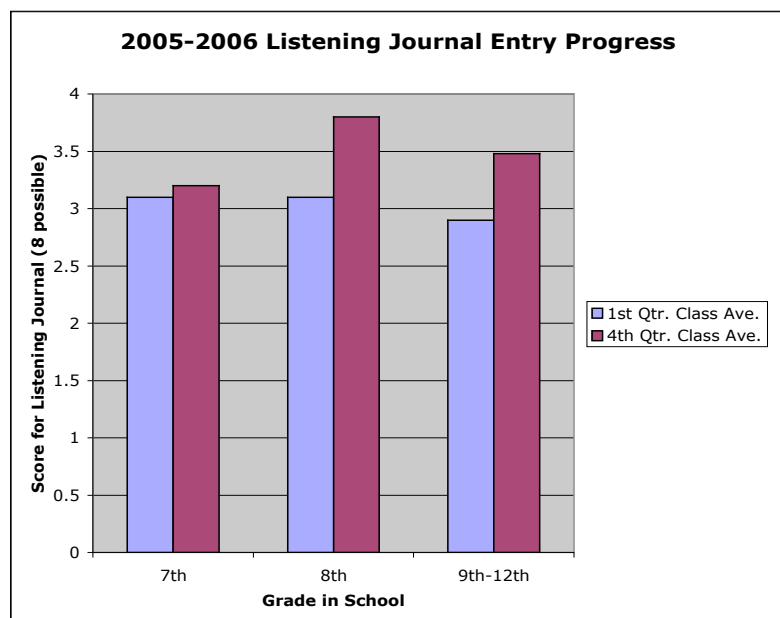


Kim Schaefer  
kschaefer@sanjuanschools.org  
7<sup>th</sup>-12<sup>th</sup> grade  
Band

### Description of Practice:

1. Students recorded music vocabulary terms in a music vocabulary book as we learned the terms. The vocabulary book was organized by category (ie: tempi, dynamics, instruments, articulations, form, genre, instrument parts, instrument accessories, rhythm, theory, technique). Each student kept the vocabulary book in his / her music folder which was stored in the Band Room. Students were allowed to take the whole folder home for practice, but most students only took the written music items home and left the folder in the music boxes (shelf).
2. The class put each vocabulary term on the word wall in our Band Room as we learned the term. Therefore, the terms learned were on display alphabetically. Students could see the addition of term and equate it with learning. Also, absentee students could determine vocabulary missed.
3. Students critically listened to a piece of music one time each week. Music selections included band pieces, band pieces we were studying performed by professionals, band pieces we were studying performed by us, popular music from the past, popular music from the present, Native American music, and various world music.
4. Students wrote Listening Journal entries on each music selection. The entries addressed the following prompts:
  1. Describe the mood, tempo, or dynamic(s) heard in this piece:
  2. What impressed you most about the musical performance? WHY?
  3. Write about the overall sound quality addressing one of the following aspects: tone, intonation, blend, or balance.
5. In order to earn full credit, the student had to “write complete sentences that show critical thinking.” We worked together (students and teacher, students and students) after 1<sup>st</sup> Quarter to understand what a “complete sentence” looked like AND what a “complete sentence that shows critical thinking” looks like. The teacher provided student writing samples for sorting. We published this project on a hallway bulletin board and had a brief class discussion. This helped students improve their Listening Journal entries:



#### How Practice Improved Class:

This practice enabled music students to more fully achieve the State Core Music Standard 3 which states **“Students will expand music listening skills and use music vocabulary to analyze and evaluate music.”** Additionally, students were addressing the specific objectives of this standard:

3-1-A: Describe, using the vocabulary of music, musical events as they occur in performance repertoire or in recorded examples.

3-2-D: Compare / contrast live musical performances with recordings.

3-3-B: Organize and maintain records of completed work (recordings, journal writings, sketch book, self / peer / teacher / adjudicator assessments).

MOST IMPORTANTLY, students applied the vocabulary learning to real music experiences.

Students used the music vocabulary to write in their journals, to ask questions in class, and to study music on their own (individually and in groups). Students’ writing displayed an understanding or lack of understanding about the difference between tempo and dynamics. Students also improved their own tone, intonation, balance, and blend because they were hearing the difference between amateurs and professionals on a weekly basis.

#### How Practice Linked to Literacy:

This practice linked to Literacy because we were working on writing complete sentences.

Students had to write three complete sentences each week in order to earn full credit on each Listening Journal entry. We worked together to sort sample writing into three categories:

“complete sentence,” “not a sentence,” and “complete sentence that shows critical thinking.”

Additionally, students gained practice in responding to three different types of prompts:

1. A description
2. A two part question needing a supportive statement
3. A choice between four topics on which to write

#### How Practice Linked to Numeracy:

This practice did not link to Numeracy.

#### Suggested Use Across Curriculum:

The most powerful part of this practice is that students experience the application of vocabulary learning to writing and ultimately, to musical performance. Students have a real need to learn the vocabulary because musical performance demands that students apply the vocabulary knowledge. Therefore, the suggested use across curriculum would be to connect vocabulary learning in any content area to real-life experiences.